

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. R. Lynn Lynn Birus, M.Ed.

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Severna Park Elementary School

(As it should appear in the official records)

School Mailing Address 6 Riggs Avenue

(If address is P.O. Box, also include street address.)

City Severna Park State MD Zip Code+4 (9 digits total) 21146-3814

County Anne Arundel County State School Code Number* 2202

Telephone 410-222-6577 Fax 410-222-6522

Web site/URL

http://www.aacps.org/aacps/spes/in
dex.asp E-mail rbirus@aacps.org

Twitter Handle @SPESaacps Facebook Page www.facebook.com/aacps?_rdr Google+ n/a

YouTube/URL n/a Blog n/a Other Social Media Link n/a

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. George Arlotto, Ed.D.

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: garlotto@aacps.org

Other)

District Name Anne Arundel County Public Schools Tel. 410-222-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Stacy Korbela

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 80 Elementary schools (includes K-8)
 - 20 Middle/Junior high schools
 - 16 High schools
 - 5 K-12 schools
- 121 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	29	23	52
1	31	37	68
2	30	29	59
3	30	28	58
4	43	38	81
5	37	27	64
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	200	182	382

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 4 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1	382
(5) Total transferred students in row (3) divided by total students in row (4)	0.005
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 4 %
16 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Hindi, Mexican Spanish, Urdu, Russian, Amharic, Standard Mandarin
8. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 21

Information for Public Schools Only - Data Provided by the State

The state has reported that 7 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 20 %
19 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Severna Park Elementary creates a respectful, dynamic learning community, developing leaders and independent thinkers. We REACH TO TEACH and TEACH TO REACH.

PART III – SUMMARY

Severna Park Elementary (SPES) is a gem of a public school nestled in an established waterside community in Anne Arundel County, Maryland. With 387 students, it's a stable community with a variety of demographics. Many families come to this area for work within the Baltimore, DC, and Annapolis areas, with NSA, the Naval Academy and many universities within a short distance. As a result, Severna Park has a number of students from all nationalities, which enriches our culture. Many people who were raised in Severna Park themselves often return to this community to raise their children, so even older homes with established neighborhoods can contain young families. Severna Park is at the crossroads of the old and the new, literally and figuratively.

In many ways, SPES is the heart of the Severna Park community. It is a modern school with a charming small-town feel. It is one of the oldest schools in Maryland, begun in a log cabin in 1852, and continuing to grow into the renovated brick building (1937) in which we are housed today. In 2012 we celebrated our 75/160th anniversary, opening a new, state-of-the-art Kindergarten wing. Quaint traditions such as Halloween parades, Fall Ice Cream Socials, Maryland Days, and Reading Nights are anchors of the community. The community values the role of education and SPES enjoys engagement and support from all stakeholders. The PTA and volunteer programs are key components to our success, providing constant support and assistance. Our volunteers provided 11,985 hours this year, assisting our "Chessie" reading program, running after school clubs, and conducting one-on-one tutoring with students. Our PTA, business partners, and private donors have helped us by participating in "Trick or Trot" events, and other fund-raisers to purchase technology like Smartboards and projectors for each classroom, preparing our students for the future.

Our school has been in the top 5% of schools in A.A. County and Maryland for over 7 years running, was the top scoring school in Anne Arundel County (2013), and is currently ranked in the top 4% of schools in MD. A large majority of our students score in the Proficient and Advanced range but we still have students who have learning challenges. This presents a unique challenge as we strive to maintain our high scores, increase rigor for our highest students, and still provide remediation to students who need additional assistance. We are most proud of the fact that there are students who achieve at the Advanced level in every sub group. We have been a Green School since 1999, and we're now well on the path to EGATE (Excellence in Gifted and Talented Education) status for 2015. SPES has received numerous awards for excellence, most recently including the 2011 Exemplary Program Award for Excellence in Partnerships, and the 2014 Special Education Citizens' Advisory Committee (SECAC) Star Award.

Severna Park Elementary has clear vision. We "Reach to teach... Teach to Reach" which means that everyone strives for ways to reach students and ways to help students achieve at their highest levels. Monthly professional development calendars are created around improving the craft of teaching. The Reading Teacher plans monthly grade level meetings to analyze data, monitor student progress and plan for effective instruction. The Leadership Team leads a book-study and teachers conduct job-embedded action research as a result. We use a Lesson Study technique so teachers can coach each other and increase their effectiveness. Teachers differentiate content, process and product in order to meet their students' needs. Our Special Educators provide targeted interventions and specialized instruction, working as co-teachers in the classroom and providing pull-out support. We provide specific and tailored instruction to enrich the curriculum for our advanced learners. Technology tools such as Smartboards, Chromebooks and iPads are used to improve student engagement and learning. Everyone works above and beyond in order to do what is in the best interest of their learners.

We also believe in "REACHing" as it relates to character. The school wide motto is R.E.A.C.H. (an acronym for Respect, Effort, Attitude, Cooperation, Honesty). This SPES-created program allows teachers to give focus to, encourage and reward positive thinking as well as effective learning behaviors on a daily basis. Giant stars don the walls and classes earn paper stars for their classrooms. Our counselor teaches targeted lessons on these character traits and students chant them each day. Teachers reward REACH behavior in their own classrooms as well as for other classes that they observe exhibiting REACH characteristics. This consistency has greatly reduced discipline issues. Teacher even acknowledge each

other with star wands for REACHing each month. The vision is clear, and that translates into meaningful action.

Becoming a Maryland Blue Ribbon has been a true validation of many years of hard work. This has been a source of pride for our staff, parents, students and our community. As one student stated, "It shows that hard work really pays off!" We believe in teaching all our students to reach beyond their highest potential with whatever means it takes, it's what makes SPES a special place.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The instructional framework and core curriculum in Anne Arundel County Public Schools (AACPS) is the Maryland's College and Career-Ready Standards (MCCRS) for Reading and Math and the Maryland State Curriculum (MSC) for Science and Social Studies. Anne Arundel County provides curriculum frameworks based on those standards. Severna Park Elementary integrates the English Language Arts Standards throughout the content areas and infuses Science, Technology, Engineering, and Mathematics (STEM). Our school-wide focus is formulating the standards into daily lesson objectives that are clear, measurable and relevant and then communicating those objectives to students.

Reading/Language Arts:

Severna Park's Reading/Language Arts curriculum includes 150 minutes of daily instruction in grades K-3 and 120 minutes in grades 4 & 5. Teachers utilize the McGraw-Hill Language Arts Program (Treasures) as a primary source for instruction to build phonics and foundational skills. Informal Reading Inventories using the Fountas & Pinnell Benchmark Assessment System together with county and teacher-made assessments provide on-going diagnostic assessment information for adjusting instruction. The Reading/Language Arts program is supplemented with county-approved resources such as leveled readers, Jr. Novels, Comprehension Tool Kit, and Advanced Learner Programs (Jacobs Ladder, Integrated Curriculum Model, William and Mary, etc.). Students engage with high-quality, challenging literary and informational texts. Students develop cogent reasoning and deliberation skills by engaging in Socratic discussions and Literature Circles. A unique Decreasing Basal Model (school-generated) is used to insure an appropriate balance of the elements of our Language Arts program. Teachers choose weekly focus of both skills and strategies, develop whole group instruction with a gradual release of responsibility, provide daily work in small groups, and use formative assessment to monitor progress. Writing instruction is aligned with the MCCRS and is a school-wide initiative. A Writer's Workshop model is used and individual student skills are assessed in order for teachers to develop mini-lessons and individual conference topics.

Mathematics:

Severna Park Elementary utilizes the AACPS curriculum based on the MCCRS for 65 minutes daily in grades K-5. Students build foundational skills in mathematics by sequencing instruction from concrete to representational to abstract. Concepts are introduced using a constructivist model and the Standards for Mathematical Practice are embedded in everyday instruction. Students make connections with other mathematical topics and develop flexible mathematical thinking as they are encouraged to explore a variety of ways to solve problems. Critical thinking, problem solving skills and communication skills are enhanced by using a variety of programs that extend the curriculum (Hands On Equations, Ready Common Core, Number Talks, M3, and M2{Mentoring Mathematical Minds}). Teachers differentiate instruction through flexible groupings, incorporating technology, data-driven instruction, and collaborative planning with the advanced learner specialist and special education resource teachers to insure standard alignment.

Science:

The AACPS Science curriculum (K-5) is based on the MSC and integrates 21st century learning skills through daily explicit instruction for 30 minutes for K-2, 40 minutes for Grade 3, and 60 minutes for Grade 4-5. At Severna Park, students engage in hands-on collaborative lessons that include earth and space science, life science, chemistry, physics, and environmental science. A Science Lab is available for classes to set-up experiments and implement hands-on activities. Teachers focus on critical thinking as well as peer collaboration and communication. Students meet content standards through the lens of science literacy and a global perspective. Investigative frameworks are utilized and supported by a variety of technology based resources including AACPS digital databases, technology tools, web-quests, web based research and content specific digital media. Teachers enhance the Science curriculum by incorporating inquiry and STEM based projects. SPES conducts a yearly Science/STEM Fair and invites parents to an interactive STEM night. Clubs such as Sea Perch (Underwater Robotics Club) and Mad Science Club offer more opportunities for students to get excited about science.

Social Studies:

The AACPS Social Studies Program, is designed to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in the 21st century. They learn economics, history, geography and civics in relevant ways so they understand their role in their school, community, state and country. Students read and analyze informational texts and conduct investigations. They access primary and secondary sources, they conduct research with text based, digital and visual sources to increase their understanding. Through activities like Simulated Congressional Hearings and Junior Achievement's "Biz Town", students can engage in real world learning in order to understand how they can be responsible members of a global economy.

2. Other Curriculum Areas:

Other Curriculum Areas

Cultural Arts and "Special Areas Instruction" are key components of our school and permeate every aspect of learning at Severna Park Elementary. Cultural arts teachers collaborate and coordinate within and across the grades in order to infuse interdisciplinary studies and provide continuity.

Library Media:

Once a week students in kindergarten through fifth grade receive instruction on how to find and use information, and explore the vast joys of reading and literature. They not only learn how to access material within the media center, they learn techniques for research and ways to present their research in traditional and innovative ways. Research projects and inquiry units are integrated with instruction to align with and support the core AACPS curriculum. Students are taught the value and appropriate use of on-line data as well as how to evaluate the information they find. The media specialist participates in study groups and assists grade levels in planning. Two daily reading incentive programs run throughout the school year. The Chessie (Chesapeake Reading Program) and Maryland Black-Eyed-Susan Books programs are so popular that the lines often stretch out into the hallway. Even Kindergarten students anticipate being able to read well enough to "Swim to Chessie".

Physical Education:

Physical education and movement are part of our students' day. Twice a week, in kindergarten through fifth grade, students receive instruction in large and fine motor skills, healthy lifestyle, and physical well-being. The PE teacher creates curriculum in which he collaborates with the grade level teachers and incorporates content into physical education/health. For example, if the students are working on money in the math classroom, they are rolling on belly boards in the gym to grab pieces of play money, earning a certain dollar amount before racing to the finish line. The annual Field Day also has a curriculum-based theme such as Around the World, where besides physical challenges and sportsmanship, the students learn about various countries and cultures.

Music:

Students in kindergarten through fifth grade receive instruction in general music twice a week. Students are introduced to basic rhythms, note progressions, and musical terms. Students sing and play instruments as one would expect, but at SPES, students go beyond the basics to use the musical principals of dynamics, melody, harmony, and rhythm to create their own songs and melodies. Students in 4th and 5th participate in chorus, in which they learn and perform musical pieces, including movements and solos. Concerts are scheduled twice a year and are a delight for the entire community. Another important aspect of our music program is our band and strings program. Students in third, fourth, and fifth grade are able to sign up for band or strings instruction. The band director insures that students work from a firm skill foundation in order to progress as musicians, which research proves has value in enhancing learning across contents.

Art:

Students in kindergarten through fifth grade participate in Art instruction in a one hour per week class. The Art teacher demonstrates and models the elements of art and brings out the inner artist in every student. Classic artists are used as models and students are able to create spectacular works of art, which have been displayed and showcased throughout the county. The art teacher works in conjunction with classroom

teachers to integrate art into learning, using the elements of art to teach multiple content standards. Most recently fifth grade students imitated Piet Mondrian in order to learn about the workings of fractions.

Technology:

Technology permeates SPES, and a weekly hour of instruction is designated for learning digital literacy skills in the computer lab. Technology learning is not limited to the computer lab as Smartboards, Chromebooks, and iPads are in constant use. Technology is used in every curriculum, including cultural arts, and teachers use programs such as Discovery Education Board Builder, Nearpod, Kurzweil and other approved data bases to both use and create digital content.

School Counselor:

Great teaching involves the whole child and the School Counselor provides leadership in maintaining a school-wide character education program based on our REACH motto: Respect, Effort, Attitude, Cooperation, Honesty. Each classroom receives monthly instruction on these qualities, social skills, social safety, and friendship. The counselor conducts New Student Orientation for students and their families, coordinates the Human Relations Committee, runs a social awareness club, and meets with groups of students as well as individuals. The counselor consults on all issues related to student well-being and helps SPES students to be their best.

3. Instructional Methods and Interventions:

“Reach to Teach...Teach to Reach” is only possible with sound pedagogical practice that takes into account how learners learn best. It is the application of those principles, by differentiating instruction, that reaches every student possible. Diagnostic instruction becomes a vehicle for enrichment as well as remediation. Careful grouping and articulation insure heterogeneous learning situations with homogeneous and cooperative opportunities. Specific, measurable and clear objectives are determined for every lesson. These objectives are derived from the standard and are posted and explained to students, keeping their learning clearly focused.

Reading Language Arts instruction at Severna Park Elementary School utilizes the Gradual Release of Responsibility model to ensure that students are supported in their acquisition of skills and strategies necessary for success. All students have experience with grade-level text through whole group instruction. Guided Reading is implemented in small, flexible, needs-based groups at students’ instructional level where teachers prompt and question to deepen reading skills. Students work with materials independently to apply skills and strategies. Volunteers provide support in and out of the classroom. Our teachers augment reading instruction using materials designed for advanced learners and often modify those materials so all students have access to higher level thinking. All students participate in Socratic discussions and Literature Circles. If a student is struggling, diagnostic information is gathered so appropriate interventions can be identified and implemented. Whenever possible, intervention is provided through in-class co-teaching with a Special Educator. Commercial, research-based interventions are used in small groups. Special Education students receive specialized instruction based on their Individual Educational Plans (IEPs).

In Mathematics, concepts are introduced by constructing numeric concepts via hands-on, relevant learning. Students explore number relationships, form models for mathematics, then apply the concepts to problems. Students gain flexible thinking through the use of Number Talks (structured as short sessions where students and teachers share mathematic thinking). Technology such as Smartboards and iPads increase engagement and interaction. Advanced learners utilize materials such as Project M3 (Mentoring Mathematical Minds) and Hands-on-Equations which challenge and motivate. Teachers utilize “exit tickets” to do mid and post-lesson formative assessments, then group students for re-teaching or extension. Struggling students are provided re-teaching in the classroom as well as intervention before and after school. Students are given regular opportunities to self-assess and reflect upon their own learning.

Our teachers have received extensive training in Differentiated Instruction (DI). SPES is a DI mentor site for other schools in our feeder system and district and co-teaching is seen at all grade levels and use small, flexible groups to provide re-teaching. Teachers utilize formal and informal assessments routinely to adjust instruction.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Severna Park Elementary School has consistently been a high performing school in Anne Arundel County and in Maryland, achieving both AYP and AMO since the Maryland School Assessment (MSA) began. SPES has been in the top 5% of schools in our county and in Maryland for over 7 years running and was the top scoring school in Anne Arundel County in 2013. We are currently ranked the 4th highest scoring school in the State of Maryland.

SPES has always participated in the Maryland School Performance Program, which measures student mastery of the content standards in reading, mathematics and science in grades 3-5. Students receive scores in each content area that rank their performance as Advanced, Proficient or Basic.

Our scores are consistently high and stable. Over the past 5 years an average of 99% of the students taking MSA for Language Arts and Math as well as 92% in Science met the expected standard and scored in the Proficient or Advanced range.

SPES students were consistently achieving scores at the Proficient level, so in 2011, the School Improvement Team set a new goal to increase the number of students scoring Advanced in Reading/Language Arts. The data indicates a 54% increase across the last three years, following the same group of students, with student scores of 35% Advanced in 2012, 55% Advanced in 2013, and 89% Advanced in 2014.

Students who are in subgroups, despite the small subgroup size, consistently achieve the standard and many Special Education students as well as FARMS students not only score Proficient but often score Advanced. For example, in 2014, third, fourth, and fifth grade Special Education students scored 77% Proficient & Advanced (P&A) with 8% of students scoring Advanced; in 2103, 87% P&A, with 13% scoring Advanced; in 2012, 92% P&A; in 2011, 100% P&A with 14% Advanced. The numbers for FARMS students mirror this success. We are dedicated to our commitment to REACH every student.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

The release of scores from the State is an exciting time at Severna Park Elementary. Our bar is set high and we must meet and exceed our own high expectations. Maryland School Assessment (MSA) is one important measure of achievement. Each year, we look at how we compare to our own previous scores, the County and State averages, and schools with similar demographics and determine a course of action.

SPES also examines scores within grades. We utilize grade level and vertical teams to insure all content areas are consistently taught. Specific student groups are scrutinized for trends, potential strengths and weaknesses. After analysis, in 2012, we set a goal to increase our Advanced scores by focusing on ways to increase student achievement. We sought and developed additional professional development on advanced learner techniques, Costa's Levels of Questioning, and increased our holding of materials that were specifically designed for advanced learners. Individual scores were examined in grade level meetings, and specific students, or groups of students, were highlighted who either needed additional support or greater enrichment. We then made adjustments to our grouping and provided that support/enrichment through whole and small group instruction in the regular classroom as well as in differentiated groups.

In addition to MSA, we rely upon County developed assessments for Reading, Math and Science. All grades utilize Informal Reading Inventories to monitor and articulate student reading progress. In the primary grades, students are assessed with Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and the Naglieri Nonverbal Ability Test. Grade level teams provide monthly opportunities for in-depth data analysis of the standard and for diagnostic evidence. Action plans with specific interventions are subsequently identified.

SPES also pinpoints students achieving significantly above grade level standards or almost above grade level standards. We align appropriate programs, materials, grouping, and support accordingly. Given our high number of Advanced students, we even requested that an additional Gifted and Talented resource teacher be assigned to us who works in classrooms and plans with teachers.

Assessment results are shared and explained to parents and stakeholders. Regular and timely communication is essential, therefore we utilize informative newsletter articles, open discussion at PTA, access to Blackboard Learn, individual student reports, student and teacher-led conferences, and an electronic grades book with 24/7 access which is available to parents. This transparency and communication with parents builds trust and collaboration.

While students have opportunities to work in a variety of situations based on interest and/or need, we take care to insure that our students not be concerned with their own rankings or groupings, but are provided stress free opportunities to thrive.

Part VI School Support

1. School Climate/Culture

At Severna Park Elementary our motto is “REACH to TEACH and TEACH to REACH.” It is our goal to identify how to reach each individual child and teach her/him to achieve their highest potential. This guides everything we do as a staff and can be felt in every classroom.

Every morning our self-televised, student-run, announcements begin with chanting and singing about REACH which is an acronym for our character values: Respect, Effort, Attitude, Cooperation, Honesty. Classrooms demonstrating REACH behavior are recognized with stars as part of a school wide incentive and individual students are selected as “secret stars” each day. Our boys and girls take the message to heart and work very hard on everything they do.

Fifth graders are given extra responsibilities to provide leadership skills. They work as Safety Patrols, raise and lower the school flags, plan and run the morning announcements and serve as role models through the Kindergarten Buddies Program. These extra privileges are coveted and anticipated and teach responsibility, patience and perseverance.

Each teacher creates a classroom environment where each student feels safe, valued and challenged. Individual students and classes are recognized in a variety of ways for achieving behavioral and academic goals. We REACH every student with programs like the Social Detectives Club, helping students negotiate social challenges. Special days like Math Convention, Maryland Day, Read Across America Day and Field Day give learning relevance and create student engagement.

We reach out to our community through our student run, teacher led Human Relations Committee. This committee leads activities such as Harvest for the Hungry, the Giving Tree at the holidays, meals for elderly, and visits to the local nursing home. Human Relations Committee helps plan activities for Kindness Week, where students and staff reach out to each other and identify specific acts of kindness.

Teachers feel valued and supported not only by the administration but by the students, parents and each other. Teachers are recognized weekly for specific examples of instructional excellence in the principal’s WSU (Weekly Staff Updates). Monthly, at Faculty Meetings, staff recognizes one another for acts of support and kindness. The staff also supports each other through a series of programs such as Birthday Buddies and Veiled Valentines. Our PTA provides staff appreciation with many luncheons, mailbox surprises, and funds to be used towards classroom supplies.

Fridays, at SPES, are a sea of blue and white as we celebrate spirit days in our school colors. Students also enjoy programs such as Birthday books, Brain Gym exercises, and assemblies to celebrate achievement. SPES is a happy place and that means joyful learning.

2. Engaging Families and Community

Severna Park Elementary School is an integral part of the larger Severna Park community. Open communication with all parents’ and stakeholders starts before the school year begins. SPES sponsors an August Sneak-a-Peek (students come to see their classroom and meet their teacher). Parent communication is ongoing via with Back to School Night, electronic grade monitoring, Parent/Teacher Conferences, teacher newsletters, and email responses within 24 hours. A monthly principal newsletter (The Bobcat Bulletin) includes important information and a personal message to parents. These communications build trust.

We have a vibrant PTA that has monthly PTA meetings that are well attended and in which parents are kept apprised of school issues such as school safety, staffing changes, county initiatives, and curriculum implementation. PTA takes an active role in supporting the school, funding important programs such as purchasing advanced level reading materials, which provides opportunities that would otherwise not be

possible. They even help to maintain the school grounds, which keeps a positive and healthy physical plant. Maintaining open lines of communication allows families the opportunity to participate in school programs and encourages their support of the school's plans.

The entire community supports the school by attending events such as the Kindergarten Thanksgiving Program, Concerts and Grandparents/Special Friends Day; with attendance topping 400 guests for school-wide assemblies. This openhearted atmosphere creates a welcoming environment, and demonstrates to students that others matter in our lives.

Our business partners support us in events such as the Back to School Ice Cream Social, Walk-to-School Day, and Barnes and Noble Night. This year our partners participated in a school designed Welcome Back Teacher/Community Scavenger Hunt, introducing the staff to the community in a fun and creative way. Our local businesses supported our writing initiatives by participating in Poem in your Pocket Day, allowing students to share their writing with business patrons.

SPES gives back to the community, participating in town forums and the Fourth of July Parade. Our chorus performs at the Chamber of Commerce Tree Lighting Ceremony and at the Semi-Pro baseball game. We plan two free community outreach events each year, Go Green Earth Day, held on a Saturday and staffed by volunteering teachers, and a Counseling Evening at the Library, sponsored in collaboration with several area counselors and schools. Topics include parenting issues, students stress, friendships, and test anxiety. Keeping stress levels low in students and parents helps students do their best. Reaching 'out' and inviting others 'in' teaches our students how to be part of the world around us.

3. Professional Development

Professional development at Severna Park Elementary is everywhere. As life-long learners we are constantly refining our craft, which is paramount to our success. All teachers at Severna Park Elementary have either obtained or are working toward an advanced degree. In the last five years, five classroom teachers have achieved National Board Certification.

Professional development at Severna Park Elementary School has a vision and focus on increasing student achievement from Proficient to Advanced in all academic areas. SPES initiatives are planned in conjunction with our School Improvement Plan, data analysis, and AACPS goals. Yearly themes ensure relevance, purpose and provide continuity. School-based professional development is aligned with themes such as "Success is a Journey," "Grow," "Building on Success," and "Know Your Destination." School-based professional development initiatives have included "Writing Student Objectives That Are Observable and Measurable," "The Decreasing Basal Model in Language Arts," "Guided Reading and Beyond," "Writer's Workshop," "Understanding by Design: Template for Inquiry," and "Costa Levels of Questioning". Professional development is continuous, and improving our practice is part of all we do at SPES.

Data analysis revealed the need to increase the number of students scoring Advanced therefore teachers participated in County based Professional Development for Advanced Learners. Teachers have been provided training in Advanced Learner Programs and strategies including professional development on "What is Giftedness?," "Socratic Seminar," "Using Jacob's Ladder" as well as all second through fifth grade teachers becoming proficient in College of William and Mary Literature Units. To increase rigor in Math, teachers were trained in Number Talks, Project M3 (Mentoring Mathematical Minds), and Hands On Equations. These programs increase expectations and improve delivery.

Members of the Leadership Team attended the MSDE Educator Effectiveness Academy for the past several years, returning to share important information about the Maryland College and Career Readiness Standards.

Teachers meet monthly to collaboratively plan and incorporate strategies into their instruction. They analyze students' needs and plan differentiated instruction accordingly. They plan challenging content

based and cross-curricular lessons and collaborate as they implement instruction that meets students' needs.

To REACH our struggling learners, we provide a number of interventions and supports. All teachers have been trained to administer Running Records to determine reading level and diagnose difficulty. The Reading Teacher, the Special Educators and the Paraprofessionals have been trained on programs such as the Wilson Reading System, Early Reading Intervention (ERI), Leveled Literacy Intervention (LLI), Do the Math, FASTT Math and the Co-Teaching Model. The impact of these interventions cannot be overstated as our struggling students have been able to achieve either Proficient and/or Advanced 98% of the time over the past 5 years.

4. School Leadership

Supportive and shared leadership is a strong core value at Severna Park Elementary School. Support begins with the Principal and continues with the Reading Teacher, School Counselor, Elementary Lead Teachers (ETLs), Grade Level Leaders and every faculty member, all of whom lead in some way. ETLs mentor teachers and run an intern program with the local high school and community college. Content level chairs such as the Science Lead Teacher, and Math Lead Teacher provide direction and information.

SPES has a strong Leadership Team that meets monthly and collaborates and plans for the progress of the school. The School Leadership Team meets with the Principal monthly to plan staff development, address concerns and celebrate successes. They're responsible for establishing professional learning communities (book-study) which explores inquiry based learning. The School Improvement Team is comprised of representatives from each grade, an Equity Liaison, and parents. It analyzes data and outlines the course of action for the school, including accountability. A Faculty Council Advisory Committee monitors school climate. Teachers volunteer to take on tasks as needs arise, from organizing a special day to collecting food for the local shelter.

Our Principal provides an example for leadership by being a visible presence. She knows each teacher personally and is involved in providing specific input so they reach their highest potential. An "open door policy", responsiveness and caring attitude exemplifies her approachability. She has an in depth knowledge of each student and their strengths and weaknesses. At our faculty meetings our Principal makes presentations relevant, interesting and interactive. She facilitates communication with Weekly Staff Updates (WSU) and uses this vehicle to provide information, examples of exemplary instruction she has observed in her daily building walk-throughs, and other kudos that contribute to a positive school climate.

Our Reading Teacher supports the Principal and classroom teachers. She conducts remedial intervention groups and provides enrichment opportunities. She leads by example by planning with teachers, monitoring student progress and leading grade-group planning. She coordinates materials, is the Site Test Coordinator, and is the liaison for the volunteer program.

Our Educational Management Team (EMT) provides a forum for problem solving regarding students. The vertical teaming affords guidance in assisting achievement both academically and socially. The Regular School Team (Principal, Special Education Teachers, classroom teachers, Speech Language Pathologist, Occupational Therapist, Psychologist, and parents) hold IEP meetings to monitor student progress for students who qualify or are suspected to be in need of Special Education Services.

Our success is truly a result of collaboration and team work. At SPES, everyone is a leader.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Maryland School Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Maryland State Department of Education/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	99	96	98	100	100
Proficiency Level 3	68	68	75	89	81
Number of students tested	80	56	59	61	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	3	2	4	1	2
2. Students receiving Special Education					
Proficiency Level 2 and above			86		
Proficiency Level 3			0		
Number of students tested	2	3	7	3	1
3. English Language Learner Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	1	1	1	0	0
4. Hispanic or Latino Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	3	3	1	2	3
5. African- American Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	2	5	1	0	5
6. Asian Students					
Proficiency Level 2 and above					
Proficiency Level 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	3	2	2	2	1
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	1	0	0
9. White Students					
Proficiency Level 2 and above	99	98	98	100	100
Proficiency Level 3	66	78	74	88	84
Number of students tested	71	45	51	56	58
10. Two or More Races identified Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	1	1	3	1	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Maryland School Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Maryland State Department of Education/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	98	100	100	100	100
Proficiency Level 3	76	79	90	96	91
Number of students tested	59	58	61	68	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above		100			
Proficiency Level 3		50			
Number of students tested	2	6	1	2	5
2. Students receiving Special Education					
Proficiency Level 2 and above		100			
Proficiency Level 3		29			
Number of students tested	4	7	5	1	3
3. English Language Learner Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	1
4. Hispanic or Latino Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	3	1	2	4	1
5. African- American Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	4	3	0	2	3
6. Asian Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	4	2	2	1	4
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency Level 3					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	1
9. White Students					
Proficiency Level 2 and above	98	100	100	100	100
Proficiency Level 3	83	82	89	97	91
Number of students tested	47	49	55	60	46
10. Two or More Races identified Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	1	3	2	1	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Maryland School Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Maryland State Department of Education/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	98	98	100	100	98
Proficiency Level 3	51	63	59	47	59
Number of students tested	61	63	69	57	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	83			100	
Proficiency Level 3	17			0	
Number of students tested	6	1	1	6	3
2. Students receiving Special Education					
Proficiency Level 2 and above	86	80			
Proficiency Level 3	14	0			
Number of students tested	7	5	1	3	3
3. English Language Learner Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Proficiency Level 2 and above			100		
Proficiency Level 3			20		
Number of students tested	1	2	5	1	0
5. African- American Students					
Proficiency Level 2 and above				100	
Proficiency Level 3				0	
Number of students tested	3	0	1	5	4
6. Asian Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	2	2	1	3	2
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency Level 3					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	98	98	100	100	98
Proficiency Level 3	52	63	62	52	64
Number of students tested	52	57	61	46	45
10. Two or More Races identified Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	3	2	1	2	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Maryland School Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Maryland State Department of Education/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	97	97	98	98	100
Proficiency Level 3	44	50	36	62	57
Number of students tested	64	56	59	61	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	2	2	4	1	2
2. Students receiving Special Education					
Proficiency Level 2 and above			86		
Proficiency Level 3			0		
Number of students tested	2	3	7	3	1
3. English Language Learner Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	1	1	1	0	0
4. Hispanic or Latino Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	2	3	1	2	3
5. African- American Students					
Proficiency Level 2 and above		80			
Proficiency Level 3		0			
Number of students tested	1	5	1	0	5
6. Asian Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	3	2	2	2	1
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency Level 3					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	97	100	100	98	100
Proficiency Level 3	41	58	35	63	64
Number of students tested	58	45	51	56	58
10. Two or More Races identified Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	1	3	1	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Maryland School Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Maryland State Department of Education/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	98	98	100	100	100
Proficiency Level 3	75	55	82	63	63
Number of students tested	59	58	62	68	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above		83			100
Proficiency Level 3		33			40
Number of students tested	2	6	1	2	5
2. Students receiving Special Education					
Proficiency Level 2 and above		86	100		
Proficiency Level 3		14	40		
Number of students tested	4	7	5	1	3
3. English Language Learner Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	1
4. Hispanic or Latino Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	3	1	2	4	1
5. African- American Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	4	3	0	2	3
6. Asian Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	4	2	2	1	4
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency Level 3					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	98	100	100	100	100
Proficiency Level 3	81	57	82	67	67
Number of students tested	47	49	56	60	46
10. Two or More Races identified Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	1	3	2	1	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Maryland School Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Maryland State Department of Education/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	100	100	100	100	100
Proficiency Level 3	89	89	88	86	82
Number of students tested	61	63	69	57	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	100			100	
Proficiency Level 3	67			83	
Number of students tested	6	1	1	6	3
2. Students receiving Special Education					
Proficiency Level 2 and above	100	100			
Proficiency Level 3	57	0			
Number of students tested	7	5	1	3	3
3. English Language Learner Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	1	2	5	1	0
5. African- American Students					
Proficiency Level 2 and above				100	
Proficiency Level 3				100	
Number of students tested	3	0	1	5	4
6. Asian Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	2	2	1	3	2
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency Level 3					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	100	100	100	100	100
Proficiency Level 3	88	89	95	85	89
Number of students tested	52	57	61	46	45
10. Two or More Races identified Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	3	2	1	2	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES: